

between. His lessons had been in English, some in Spanish.

Because of frequent movement among students, Isken set up welcoming procedures for new students. When the new student and parent or guardian arrive, they are asked about the child's school and medical history. "Immediately, we had an academic, health and family history and we knew what the support needs would be."

Students are tested and assigned to classes based on achievement levels. Then, measures such as one-to-one tutoring are prescribed, Isken says.

When students leave, they are given transfer forms with immunization data, enrollment dates and names and telephone numbers or contact people at the school. "Our children (leave) with more information than we got when they came," Isken says.

RECORD EXCHANGE

A program designed to serve the children of migrant workers has provided a way to help ensure that student records follow them. New Generation System is a student-record exchange program established in 1995. It is operated by a consortium of 11 states, including Ohio and Texas. Health, academic and demographic information is available to consortium members via the Internet, says Patricia Meyertholen, programs director for the Texas Migrant Information Program.

To protect student privacy, the site is encrypted and requires a password: Only consortium members have access, Meyertholen says.

New Generation System maintains data on about 200,000 of an estimated 784,000 migrant children nationwide, Meyertholen says.

LOW-COST HOUSING

Minneapolis Public Schools attacked mobility at one of its root causes—a lack of low-cost housing.

"It's the 1 percent vacancy rate that wreaks such havoc on family stability," says Elizabeth E. Hinz, policy and planning director. "Housing isn't here, period. Or the housing that's available people can't afford."

The district joined with groups such as the Family Housing Fund and launched the Kids Mobility Project. The research project explored the effect of constant residential moves on student achievement. It produced a report in 1998 that linked inadequate housing to student mobility, poor attendance and lower reading scores, says Shawna Tobechukwu, spokeswoman for the Family Housing Fund.

Tobechukwu says results were used to lobby the state legislature to increase the budget for low-cost housing. Lawmakers responded to the data and raised the budget by about \$96 million in the last two years, says Angie Bernhard, research and policy director at Family Housing Fund. "The report was a big part of the information we used to make our case," Bernhard says. "It was very persuasive to legislators on both sides of the aisle."

EXTRA RESOURCES

In 1994, Montgomery County Public Schools in Maryland began allocating extra staff to schools based on mobility rates, poverty rates and the number of students speaking limited English, says Susan F. Marks, the district's executive assistant for School Performance. Lean budgets meant the district, headquartered in Rockville, Md., simply sent an extra teacher or two to high-mobility schools.

Last year, the county revamped the program. For one, it took mobility and language out of the equation and focused on reducing class size at high-mobility schools, says Frank H. Stetson, Community Superintendent for the school system.

In an area where international professionals come and go regularly, mobility and language are not the best indicators of need, Stetson says. Poverty is. And poorer schools tend to have the "churn" that chills attendance and achievement, Stetson adds.

"If we used mobility we'd be sending resources to schools that didn't need them," Stetson says.

To add resources, the system ranked schools by poverty. Then it gave funds for such items as all-day kindergarten, extra staff to achieve a 15-1 teacher-student ratio and programs like Reading Recovery in the primary grades, Mark says. It also plans to add 41 positions to reduce class size at high-poverty high schools, Marks says.

TRANSPORTATION

A coalition of community organizations has taken steps to reduce school mobility among children in Baltimore County, Md., by providing bus service so that students who move can remain in the same school.

The area has neighborhoods containing hundreds of apartments in low-rise buildings where families constantly move in and out. A move from one apartment to another 10 minutes away could send children to a different school, says Julie J. Gaynor, a Baltimore county teacher and chairwoman of the Stay Put committee.

The Stay Put program was founded in 1992 to cut school mobility. It is a non-profit project of the education committee of the Essex-Middle River-White Marsh Chamber of Commerce.

The group runs several programs such as shuttle buses supplied by the district to transport children who move back to their old school.

Families often move because landlords offer free rent for one month. Stay Put encourages landlords to put the freebie at the end of the lease, increasing the likelihood that kids will finish a school year in one place. At the group's urging, landlords also have donated an apartment which serves as a community center where students who live in the complex can receive after-school tutoring and adults can prepare for the General Education Development Certificate (GED).

Gaynor says a new focus is on opening a conflict mediation center so families can resolve differences rather than move away.

Funding for the community center's staff comes from various sources, including school district grants, Gaynor says.

ACCOUNTABILITY

The California accountability system addresses a common complaint of schools that suffer high mobility: They say they shouldn't be held accountable for the performance of students who entered their schools months, weeks or even days before the high-stakes tests are given.

The California Department of Education figures mobility into its accountability system. Districts are required to report mobility. The state uses the rate to decide which scores will or will not be used in the system.

"If you're not in the district a year, your scores don't count for rewards and interventions for schools," says Patrick J. McCabe, in the department's Office of Policy and Evaluation.

California schools report two types of mobility, students who have not been in a district a full year and students who have not been in a school a full year. Schools do not report "churn," the frequent in-and-out movement of students, McCabe says. And scores of students who change schools within the same district are not exempt from the accountability system, McCabe says.

Districts failing to meet targets are given three years and extra money to improve. If no improvement occurs, penalties such as re-

moving the principal, staff or closing the school kick in.

Successful districts receive \$70 for every child, McCabe says.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield myself the balance of my time, and I want to thank all the members of our committee on both sides of the aisle that have participated in this debate and to the other Members that have joined us during this general debate. They were very generous in their congratulating both the chairman and myself, and I want to extend that to the chairman again for the manner in which this bill has been handled.

We have an opportunity here today to change the direction of the Federal role in education, to provide additional resources to local educational agencies with greater flexibility than they have had at any time in the life of this program. They can apply these resources to those needs they think need them the most, that need the attention, that can benefit from the application of those resources to try to get the results that all of us want with the passage of this legislation, but more importantly, to get the results the parents want for children and the children want for themselves.

Our children in America have that potential, they have that ability, and they have that talent. But far too often, far too often, they lose the opportunity to capitalize on their talents, to capitalize on their ability, because they are ignored in the school district or the school district is without resources, or children are mischaracterized. A lot of things happen during the educational year. This legislation is to try to make sure we put the emphasis on the child; that we have a means, as the President said, to assess a child on an annual basis so that we can determine what are the additional resources that that child needs; what kind of help should be focused on that child.

In these annual assessments, it is more than just a test, it is about seeing whether or not the child needs a Saturday class, do they need a tutor, do they need a mentor, both of which are allowed under this legislation. Do they need to go to summer school? Do they need some additional testing? Do they need eyeglasses? Those are the kinds of things we want to be able to focus on the child so that every child has that real opportunity. We have the opportunity if, in fact, we provide those resources. We focus on the child and we can start to close that gap between rich and poor children, between majority and minority children in the school.

The other tools that are available is the resources we put into teacher quality, to professional development, to training, to lower class sizes in those areas that have not done it and still need to do that. Those are decisions that the local school district can make. It is very important. We know now